

Key question: **Why is the Kingdom of Benin so significant?**

**Geography: Studying geographical similarities and differences between England and Africa**

**Knowledge**

- Locate: equator, Northern/Southern Hemispheres, Arctic/Antarctic Circles.
- To locate the world's countries focussing on Africa, including the major capital cities
- Identify and compare continents and their position to the equator and hemisphere, particularly in relation to Africa and Europe.
- Use maps, atlases and globes to locate Africa and the UK in order to be able to describe their climates.
- To use the four points of a compass and two figure grid references on an Ordnance Survey map.
- Identify similarities and differences between topographical features in England and Africa including housing, vegetation, mountains, rivers and land use.
- To be able to compare what life is like for a child living in a rural and urban area in Africa and England

**History: Discovering African history, past and present – Kingdom of Benin**

**Knowledge**

- Identify where the Kingdom of Benin was and the time line of the Kingdom of Benin
- To understand how we know about The Kingdom of Benin from AD 900 to 1300.
- To identify the key leaders of The Kingdom of Benin.
- To have an understanding of the lives of the people of the Kingdom of Benin.
- To recognise trade network of the Benin Empire
- Explore and understand the significance of Benin Empire's Golden Age.
- To understand the decline of the Benin Empire.

To be able to describe what the people of Benin believed in.

**Science: Plants and Light**

**Knowledge**

- To be able to identify and describe functions and parts of flowering plants.
- Investigate ways water/nutrients travel around plants.
- To explore Life Cycle of a Plant.
- To identify role of flowers, including: Pollination, seed formation/dispersal
- To understand Light and how it enables animals and humans to see.
- To understand how different surfaces/materials reflect light.
- Recognise sunlight can be dangerous and ways to protect ourselves.
- Conduct practical investigations and experiments affecting plant growth and development.
- Make predictions, gather and collect data and compare results. Consider outcomes and variables that might affect

		results.
<p><b>Key vocabulary</b></p> <p>Globe, Hemisphere, Continent, Climate, Physical Features, City, Rural, Urban and Map details.</p>	<p><b>Key vocabulary</b></p> <p>Ogiso Owodo, Oba, Edo, Yoruba, Animist, merchants, warrior, Esagho, Oracle,</p>	<p><b>Key vocabulary</b></p> <p>Plant parts, question, recognise, observe, identify/classify, gather/record data, compare, change-over-time, practical and expectations.</p>
<p><b>English</b></p> <p><b>Texts to support English Learning this term:</b></p> <ul style="list-style-type: none"> <li>• Where would you like to live?</li> <li>• Dragon Slayer</li> <li>• Playing with words</li> <li>• Word detectives</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• Discuss and record ideas</li> <li>• Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>• Organising paragraphs around a theme.</li> <li>• Use simple organisational devices [for example, headings and sub-headings]</li> <li>• Evaluate and edit by: assessing the effectiveness of their own and others' writing</li> </ul>	<p><b>Design and Technology: Making plantain crisps</b></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>• Understand and apply the principles of a healthy and varied diet</li> <li>• Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>• Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. select from and use a wider range of materials and components</li> </ul>	<p><b>Computing: Desktop Publishing</b></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• To recognise how text and images convey information</li> <li>• To recognise that text and layout can be edited</li> <li>• To choose appropriate page settings</li> <li>• To add content to a desktop publishing publication</li> <li>• To consider how different layouts can suit different purposes</li> <li>• To consider the benefits of desktop publishing</li> </ul> <p><b>Branching Databases</b></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• To create questions with yes/no answers</li> <li>• To identify the object attributes needed to collect relevant data</li> <li>• To create a branching database</li> <li>• To explain why it is helpful for a database to be well structured</li> </ul>

<p>and suggesting improvements.</p> <ul style="list-style-type: none"> <li>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>Proof-read for spelling and punctuation errors</li> </ul> <p>Read aloud their own writing, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>		<ul style="list-style-type: none"> <li>To identify objects using a branching database</li> <li>To compare the information shown in a pictogram with a branching database</li> </ul> <p><b>E-Safety</b></p> <ul style="list-style-type: none"> <li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>
<ul style="list-style-type: none"> <li>Expressing time, place and cause, using <b>prepositions</b>: before, after, during, in, because of</li> <li><b>Exaggerated language</b>: unbelievable, glorious, etc</li> <li><b>Pronouns</b> –To know the difference between the subject and object with the personal pronoun</li> <li>Knowing when to use “a” (preceding a consonant) and “an” (preceding a vowel or a word beginning with “h”)</li> <li><b>Verbs - Present perfect</b>: “has/have” + past participle</li> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</li> <li>using and punctuating direct speech</li> <li></li> </ul>	<p><b>Key vocabulary:</b></p> <p>Design, research, shelter and mask, materials, mark, measure and cut, accuracy, fit for purpose, joining and finishing, safe practice, tool selection and evaluate.</p>	<p><b>Key vocabulary:</b></p> <p>Desktop, publishing, branching database, pictogram, organise, sort, data, attributes, settings, layout</p>

<p><b>RE</b></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Pupils will be taught importance of symbols to main community religions</li> <li>• Christianity – The Easter Story (including Holy Week: Palm Sunday and Good Friday)</li> <li>• Christianity – Cross</li> <li>• Christianity – Ichthus (fish symbol)</li> <li>• Amnesty Candle</li> <li>• Islamic – Calligraphy</li> <li>• Hinduism/Buddhism – Om (Aum)</li> <li>• Sikh – Khanda (double edged sword)</li> </ul>	<p><b>Music: Glockenspiel Knowledge</b></p> <ul style="list-style-type: none"> <li>• Using your instruments, listen and play your own answer using one note</li> <li>• Take it in turns to improvise using one note</li> <li>• Listen and copy back using instruments and one note</li> <li>• Using your instruments, listen and play your own answer using one or two notes</li> <li>• Play and perform in solo and ensemble contexts</li> </ul>	<p><b>Maths Knowledge</b></p> <p>We will be following the White Rose Maths scheme. In Spring term the focus will be on:</p> <ul style="list-style-type: none"> <li>• Number - multiplication/division B</li> <li>• Measurement – length and perimeter</li> <li>• Number - fractions</li> <li>• Measurement – mass and capacity</li> </ul>
<p><b>Key vocabulary</b></p> <p>Symbol, Christianity, Sikhism , Islam, Hinduism, Buddhism, Chakkar, Kara, Om, Ichthus, Amnesty, Worship and Beliefs</p>	<p><b>Key vocabulary</b></p> <p>Glockenspiel, percussion, reggae, disco, compose, variation, key, notes, melody, improvise</p>	<p><b>Key vocabulary:</b></p> <p>Hundreds (H), Tens (T), Ones (T), multiply, divide, partitioning, remainders, exchange, equal, measure, length, perimeter, equivalent fraction, denominator, unit, mass, Capacity, volume.</p>
<p><b>Physical Education: Dance Knowledge</b></p> <ul style="list-style-type: none"> <li>• Pupils to perform dances using a range of movements.</li> <li>• Compare their performances</li> <li>• Demonstrate their improvements in order to achieve their personal best</li> </ul>	<p><b>Art: Benin Bronze Art Knowledge</b></p> <ul style="list-style-type: none"> <li>• Pupils to discover how important African Art culture is in everyday life</li> <li>• Use sketch-books to record observations</li> <li>• Review and revisit earlier drawings</li> </ul>	<p><b>French Animals Knowledge</b></p> <ul style="list-style-type: none"> <li>• Use 5 animal nouns in French with their correct determiner.</li> <li>• I will learn 5 more animal nouns in French with their correct determiner.</li> </ul>

<ul style="list-style-type: none"> <li>Record results using a suitable graph</li> <li>Look at ways to improve flexibility, technique, strength, control and balance</li> <li>Participate in an African dance and demonstrate skill acquisition</li> <li>Use music to perform a dance routine</li> <li>Conduct an evaluation of performance</li> <li>Perform simple routines to peers</li> </ul>	<ul style="list-style-type: none"> <li>Aim to improve mastery and design techniques</li> <li>Taught various ways to draw and paint</li> <li>Learn to create and blend colours</li> <li>Design and create a repeated pattern</li> </ul> <p><b>Artist - Esther Mahlangu</b></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Learn about great artists, architects and designers in history</li> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> </ul>	<ul style="list-style-type: none"> <li>Revise all 10 animal nouns with their determiner in French and start to attempt the spellings.</li> <li>Explore and understand better the role of the indefinite article/determiner in French.</li> <li>Use the first person conjugated verb 'je suis' (I am) in French.</li> </ul> <p><b>Fruits Knowledge</b></p> <ul style="list-style-type: none"> <li>Repeat and recognise some fruits in French with their correct article.</li> <li>Attempt to spell one of these words.</li> <li>Ask somebody if they like a particular fruit.</li> <li>Say which fruits I like and dislike.</li> </ul>
<p><b>Key vocabulary:</b></p> <p>Coordination, balance, agility, dance sequence, repeat, perform, music, evaluate, control, plan and repeat</p>	<p><b>Key Vocabulary:</b></p> <p>Sketch, artist, blend, mould, shape, tone, bold, horizontal, vertical,</p>	<p><b>Key vocabulary:</b></p> <p>je joue, une pomme, une cerise, une poire, une fraise, une prune, J'aime, j n'aime, les animaux, un cochon, un lion, un oiseau, un cheval, un lapin, un canard, un singe, je suis</p>
<p><b>PSHE: Themes following SCARF</b></p> <p><b>Knowledge</b></p>		

- Recognise things that might influence someone to take risks
- Understand the risks of smoking or drinking alcohol on a person's body
- Identify positive and negative influences, when making decisions
- Understand that I can make a difference in relation to different things such as the environment, looking after people.
- Explain how reports (TV, newspapers or websites) can give messages that might influence how people think about things and why this might be a problem

**Key Vocabulary:**

Influence, risk, smoking, alcohol, influences, decisions, environment, media